

Student Assessments – What Boards Should Know

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What do you know about assessments?

Answer these questions:

1. What questions does your board ask about student achievement?
2. Does your board look at assessment data regularly? At least a couple times per year?
3. What assessment(s) does your district use to monitor student achievement?

What do you know about assessments?

Answer these questions:

1. Describe the types of assessments you are familiar with.
2. How does the assessment data inform your actions as a board?
3. What questions from the board are answered by assessment data?

Public and Board Concerns

Too much testing!

We teach to the test!

Tests are not the only measure of success.

Test are unfair or biased or not relevant.

We should only have one test!

Too much money & resources spent on testing.

Why Assess?

Where are students at academically?

What needs extra work?

How does the Board and district determine if students are progressing to proficiency?

Which students or student demographic is not being served adequately or appropriately?



Let's take a
closer look at
assessments.



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Common Types of Assessments

Normative

Criteria Based

Program Assessments

Summative

Formative

Benchmark

Performance Based



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Types of Assessments

Normative Assessments –

based upon actual performance of groups

Good norm studies include hundreds of thousands of test administrations

wide net of racial, gender, age, and demographic groups.

where you stand when compared to the normed group.

Results are often shown as percentiles i.e. at 75th percentile, you are 75th out of 100.

Types of Assessments

Criteria-Based Assessments –

Based on a set of skills and knowledge.

Students get X number right and X number wrong.

Results can be a percentage of right and wrong,

Standardized tests often use scaled scores to account for slight differences in the tests.

Scaled scores allow comparisons to be made between test takers.

Types of Assessments

Program Assessments –

Most common assessment, criteria based

Usually created by the curriculum publisher, or by a teacher,

Used to measure whether or not the students learned what was taught.

The results of these tests at the classroom level are used to assign grades to a student for the class.

Types of Assessments

Performance-Based Assessments -

A criteria-based assessment, much more involved

Usually associated with a long-term unit

students have to perform an activity or produce a product that demonstrates mastery of skills and knowledge associated with the unit.

These assessments are normally scored based on a lengthy rubric.

Types of Assessments

Summative Assessments -

Evaluate student learning at the end of a defined instructional period,

Covers most skills and knowledge taught during this period.

These assessments usually have high stakes, or a high point value.

Types of Assessments

Formative / Interim Assessments –

Given during an instructional period in order to evaluate student learning and progress.

Data informs teachers as to the effectiveness of instruction

Allows for in-process adjustments to instruction to enhance student learning.

Types of Assessments

Benchmark Assessments –

Fundamental purpose is to provide information to guide instruction.

Also called screening, used to determine a students' grade level abilities.

This data can then be used to determine what instruction is best suited for different groups or for individual students.

Types of Assessments

Diagnostic Assessments -

Assessments given to determine particular concepts or skills that a student has, or may lack

Target instruction at the proper instructional level.

Often given to diagnose very particular difficulties in order to design effective instruction.

Common Assessments In Alaska

- Measures of Academic Progress (MAP)
- AIMSWeb
- STAR360
- WorkKeys
- **PEAKS** -Performance Evaluation for Alaska Students
- **NAEP** – National Assessment of Educational Progress
- WIDA-ACCESS for EL

Common Assessments In Alaska

PEAKS - Criteria-Based; Summative

NAEP - Criteria-Based; Summative

Kindergarten Developmental Profile - Criteria-Based;
Performance-Based

MAP - Normative; Benchmark; Formative;

STAR 360 - Normative; Formative; Progress Monitoring;
Diagnostic

WIDA - ACCESS for EL's - Criteria-Based; Performance-Based

AIMSweb - Normative; Benchmark; Progress Monitoring

So many. Why?

Accountability

VS

Instruction

VS

Learning

So many. Why?

Accountability...

is about measuring the effect of the
system for the stakeholders and
others (i.e. agencies) to see

So many. Why?

For Instruction...

is about assessing the effect
teaching and a student's response
to instruction

So many. Why?

For Learning...

is about measuring how a student is
growing in their learning

So what should school boards
know and understand about
assessments?

Why is it important?

Assessments provide **information**
to monitor and guide our
educational system.

Assessment produce DATA





DATA should *inform* our decision making process in order to improve student achievement and success.

What is the Board's role regarding assessments?



The Board's Role

Understand their use:

Formative or benchmark

Are students growing in their capacity to learn?

Informs instruction

The Board's Role

Understand their use:

Normative

Compares your students grade-level performance to national or state norms

Informs the system – comparison to others

The Board's Role

Understand their use:

Summative

A snapshot in time to evaluate accumulated skills and knowledge

Informs the system – proficiency of standards

The Board's Role

You allocate resources based on **data**:

- Professional development
- Time, space
- \$ for assessments (MAP, AIMSweb, etc.)
- Special programs
- ***Curriculum & instruction approval***

The Board's Role

The Board is Accountable

To Parents

To stakeholders

TO STUDENTS!

The Board's Role

The Board governs the district to implement the vision and mission

The Board needs data to inform its governance decisions

Resources

Alaska DEED webpage on assessments:

<https://education.alaska.gov/assessments>

Assessment Literacy

<http://www.fastbridge.org/2016/08/assessment-literacy-understanding-student-data/>

ASCD Helping Students Understand

<http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Helping-Students-Understand-Assessment.aspx>

Guide to Formative and Summative Assessments

https://www.niu.edu/facdev/_pdf/guide/assessment/formative_and_summative_assessment.pdf

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